THE CAMPUS

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THE MARCH

Over 175 Middlebury students traveled to Washington, D. C. last week to participate in three days of anti-war demonstrations which culminated Saturday in a mass march and rally attended by an estimated 250,000 people.

Seventy-four members of the Middlebury contingent went to the capital in two chartered buses which left Middlebury on Thursday afternoon and returned early Sunday morning.

The bus trips were organized by members of the Student Coalition in conjunction with the Burlington Moratorium-Mobilization Committee. Numbering over 600, the Vermont delegation also included students from UVM, Bennington, Goddard, Castleton, and various high schools throughout the state.

The students were joined by Republican Lieutenant Governor Thomas Hayes and a group of prominent Vermont educators, businessmen, and liberal political activists who flew to Washington in a chartered plane.

Death March

Dozens of other Middlebury students who made the trip in cars arrived in time to participate along with the bus groups in the "March Against Death," a continuous single-file trek memorializing the death and destruction of the war. The forty

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Photos by Bee Ottinger

Committee Studies Recitation Hall

By KEVIN DUNN

The future of Recitation Hall, the wooden frame building between Carr Hall and the Battells, is still pretty much up in the air. By this time next year, it could be one of two things, a crafts center or a pile of scrap lumber.

According to Lynn W. Hinman, Coordinator of Student Activities, the Committee on Recitation Hall will make its decision after the Social and Dining Units are completed.

The committee recognized that it would be logical to put the crafts in the new center, but there are other considerations, said Hinman. In the first place, it may turn out that there simply is not enough room in the units' "multi-purpose area" to house all crafts. It was surprising to see how many craft groups need space: there are about forty people interested in working with stained glass, and there is growing interest in pottery. There is also the Theater Workshop and the need for a woodworking shop and more darkrooms.

Even if all these groups can fit into the new unit, they may still be put into Recitation Hall, if the students who run the societies decide that they want to use the multi-purpose areas for something else. According to Assistant Dean of Women Mrs. Erica Wonnacot, the Administration does not want to dictate to the students how the space is to be used.

Both Hinman and Mrs. Wonnacott stressed the advantages of having all the crafts together, rather than putting them all in various basements around campus. In addition to the aesthetic and social advantages, Mr. Hinman stressed the logistic angle: if they are all in one place, you can have one person responsible for keeping the equipment in repair and the supplies in stock.

There is an additional advantage in Recitation's relative isolation: if the crafts are centered there, then there is no pro-

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Brown University Implements Radical Reform of Undergraduate Curriculum

(CPS) Prompted by the demands of zealous student reformers, Brown University has adopted what is in many respects the most progressive undergraduate curriculum to be found in any major U. S. institution of higher learning.

Freshmen, once forced to attend huge introductory courses in numerous specialized disciplines in the interest of achieving a "liberal" education, are given new freedom. There are no university - required courses, and small, informal "Modes of Thought" courses have been instituted to combat depersonalization.

"Modes of Thought" courses are interdisciplinary. A course on the subject of revolution, for example, might draw on the alienated writings of Tolstoi, Sartre and Camus, empirical political theory, history and political philosophy. The courses are taught independently of departmental sponsorship by individual faculty members who are free to abandon a particular course at their wish. This helps to insure enthusiastic instruction.

"Modes of Thought" courses have a 20-student enrollment ceiling.

Upper-division students at Brown no longer have to conform to a pre-established pattern of study. A "Committee of Concentrations" has been formed to aid students in determining study programs tailored to individual needs.

The old concept of "majoring" in one subject and "minoring" in another has been done away with. Students are expected to plunge into a few areas of study more intensively than others, but there are no numerical constraints on the quantity of courses to be taken. Subject to the approval of the committee, a student might fulfill his obligation for "concentrating" in an area by taking four or five courses in it.

"The effect of the new system is simply to remove the artificial restraints which have, to some degree, encouraged students to think of 'education' in terms of specified numbers of courses symmetrically apportioned into distinct courses," explains a pamphlet put out by the administration.

The most radical change is in grading — or, rather, the lack of it. All course work is evaluated either on an "A. B. C." and "unsatisfactory" basis or simply as "Satisfactory" and "unsatisfactory work, and no notation of a student's unsatisfactory performance is entered on his transcript.

A student must complete six courses satisfactorily by the end of his freshman year, 13 by the end of his second year, 21 by the third year and 28 in order to graduate. The administration calls the retention of the "A, B, C" system possibly only a "transitional measure" until the satisfactory-no credit system can be evaluated.

This reformed curriculum is largely the product of students' efforts. In 1966, a group of Brown students, meeting in an independent study project, set out to examine undergraduate education. Fifteen months later, they

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A NEW BOG

The Board of Governors is unique in its possibilities of improving life here at Middlebury. It has some money and the freedom to present many sorts of events. It is up to each individual Board to sense what the college community wants, whether it be a rock concert or a book sale. But the Board is only as good as its nine members make it. If you are interested in planning and improving the activities on this campus sign up for an interview. The sign up for the BOG interviews is at the Proctor Information desk until Saturday.

Washington . . .

Continued from page 1

thousand participants in the death march began their protest Thursday night near the entrance to Arlington Cemetery. For the next forty hours a single column of marchers walked several miles to the Capitol building passing the White House on the way.

Each of the marchers carried a placard bearing the name of an American serviceman killed in Vietnam or a Vietnamese village damaged by American military action. When the marchers reached the White House they shouted the name of the soldier or village on their sign and then continued on to the Capital where all the signs were placed in open coffins. The coffins were later delivered to the White House after the mass

Mobe

Like the "March Against Death," the mass march was planned by the New Mobilization Committee to End the War in Vietnam, a loose coalition of leftist and pacifist groups which was aided this month by the organizers of the October 15 national Moratorium.

Unlike the death march, however, the Mobe's plan for a mass demonstration was the source of considerable dispute between Mobe leaders and federal government officials who delayed their approval for fear that it would lead to violence.

The march that finally took place on Saturday was attended by a massive and mostly young crowd which conducted itself peacefully and legally. The only violence of the weekend occurred prior to the mass march during a confrontation with police at the South Vietnamese Embassy on Friday night, and after it, during an abortive march on the Justice Department late Saturday afternoon.

Neither of these actions was directly sponsored by the Mobilization and neither involved more than a fraction of the quarter of a million people who assembled in Washington to protest the war.

Peace Picnic

Members of the Middlebury group gathered on Saturday morning at the mall near the Capital, the starting point for the march to the Washington Monument and the rally site. With thousands of others, they walked, sang, and chanted their way down Pennsylvania Avenue or the Mall and arrived at Monument Park to find that the rally was really an urban Woodstock — a vast "peace picnic" where people sat on the ground for hours listening to a variety

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College Council

The College Council meeting October 13 was concerned with a discussion of the Middlebury College Financial Report (July 1, 1967 to June 30, 1968). Mr. Rikert, Treasurer of the College attended the meeting and mentioned that the official auditor's Financial Report is available at the library to all members of the community.

When the possibility of more detailed budget information was suggested at the council, President Armstrong stated that a complete, itemized budget could not be published because the finances of the college are too complex to be explained adequately in a printed report. He suggested that the implications and details of the College's finances could be presented for student consideration most effectively through the organization of a budget committee. The only existing committee of this nature is a trustee committee which deals only with legal aspects of the college budget.

At the College Council meeting of Nov. 3 Dean O'Brien mentioned that a committee had been assigned by the Student Senate to organize a poll of student opinion of the funding of student activities. The poll may contain questions concerning intercollegiate athletics, campus publications, drugs and the Weekly News Calendar. A council member suggested that open discussions of these issues be organized in order to present students with greater information in these areas prior to the poll-taking.

The effectiveness of the Weekly News Calendar and possible alternatives to its publication were also discussed at this meeting. A Council member suggested that Mr. Hinman's proposal for the publication of daily announcements at a cost of $300 be studied by the Administration.

The College Council meeting of Nov. 10 was concerned mainly with a discussion of the "Middlebury College General Policy on Drugs." The College's official statement of its drug policy states that, "When a student's name occurs repeatedly in connection with a drug problem even though no concrete information or direct witness is involved, the Deans will call the student into their office to discuss the matter and to warn him or her of the potential dangers of drug usage. If in the judgement of the Dean there is sufficient reason to believe that the student does have a significant problem, the Dean will inform the parents or guardian of the information at hand."

Many students have raised questions concerning the responsibility of the College to parents in the area of drug usage. They feel that the official policy statement is vaguely worded and that a student's parents should not be notified by the College until sufficient proof of drug usage could be gathered to warrant judicial procedures. If there is no basis for judicial action, then the Dean's involvement in this area should take the form of a warning to the student that he discontinue his drug usage.

Dean O'Brien then explained that the College is not legally obligated to inform state authorities of an individual's involvement with drugs unless it has evidence submissable in court which could result in conviction for a misdemeanor rather than simply a felony. The Deans stated that they were willing to alter and clarify the College official statement if more effective methods of approaching this problem could be outlined in the future.

Correction I . . .

Continued from page 5

ary cultures and with past cultures; it can also enrich his leisure time.

IV. I conceive of my "discipline" as a subject; this subject is a medium of communication. I do not, however, "communicate" any aspect of this subject to students, but try to create conditions in which students can be in direct communication with the subject, without me as intermediary, or therapist, or acolyte.

V. Yes, I see myself as "an instrument of society." Yes, I am limited by an "established system of societal values:" everyone is. No, I am not "in effect reinforcing or maintaining an established system of societal values through the student." No, I am not "creating new perceptions." I hope the student through his study will "create new perceptions." I can't create them for him; no teacher, or analyst, or preacher, can. Literature is concerned more with the form of perception than with the content. Therefore, it is the nature of literature to be subversive of an "established system of societal values," since it is the nature of literature to seek and create new forms continually.

— Edward A. Martin

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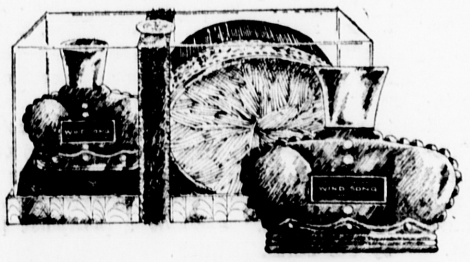

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Senate

The Freshman Experience

By TED HOBSON

The Senate Sub-committees relating to student life are presently discussing "The Freshman Experience." Last Monday the Sub-committee on Academics, chaired by David Kunhardt, discussed possible changes in the Freshman Year that might improve the quality of Freshman life.

One suggestion was that Junior Fellows and Counselors might be appointed in the place of faculty advisors to freshmen in order to free faculty from the paperwork involved and to give freshmen access to more candid and more knowledgeable information on courses they might like to take.

Discussion then centered on what requirements the College should maintain, and, more fundamentally, whether requirements are necessary or valid. The question was raised, "Are there fundamental tools that the student should learn and that should therefore be a required?"

The sub-committee is studying whether problem-oriented courses are more effective than discipline-oriented courses. Possible means of introducing the freshman coming from discipline-oriented high school courses, to the more problem-oriented college courses were studied. college courses were studied. One possible means might be a freshman course bearing a double credit. Such a course might be on a pass-fail basis to eliminate the so-called "grade-grubbing" that is common in high school. The idea of problem oriented courses was discussed at length, and, by extension the concept of "relevance" was discussed. It was generally agreed that relevance was an asset when it developed a method of analysis that could be applied to problems throughout life. It was felt that relevance became a liability when it was confined to the transference of factual knowledge that would be worthless after the specific, "relevant" event had passed.

One member of the Sub-committee will attempt to construct a 6-week curriculum focusing on Darwinian Society as approached by the different disciplines. Another student will analyze the difference between discipline-oriented studies as opposed to area studies.

Other suggestions made were that freshmen be given the choice of a highly-structured curriculum or a relatively-unstructured curriculum, and that various methods of instruction (i. e. panels or having students assume the roles of historical characters) might be studied.

The sub-committee hopes to act as a "resource" body that will discuss ideas even if it does not make any definite proposals. Its meetings are open to participants.

Brown University . . .

Continued from page 1

released a 450-page report on the shortcomings of higher education in the U. S., with specific recommendations for Brown.

President Ray Heffner appointed a student - faculty committee to consider the report. Then he established a Special Committee on Educational Principles to formulate proposals for reform. Last May, the committee released its report, and the school's faculty met for three days to debate it. Classes were suspended so students could participate. The report was adopted.

Wrote one faculty member who helped compile the report: "The new curriculum makes a number of radical departures from past practices and principles, but the underlying motivation is the desire to modify an existing tradition rather than to subvert it.

"In the same manner in which constitutional amendment preserves the integrity of political order, curricular reform, even the most 'revolutionary,' is an expression of trust in the capacity of existing institutions to change in order to satisfy newly felt needs and to pursue new purposes."

The Special Committee on Educational Principles is continuing to function. In prospect for the future are "multidimensional" courses for upperclassmen, similar to the "Modes of Thought" courses; and a much-expanded counseling program concerned with the non-academic as well as the academic lives of students.

Recitation . . .

Continued from page 1

blem of disturbing other people in the building, while there would be obvious problems of putting a woodworking shop, complete with power saws, in the basement of a dormitory or even in one of the social units.

Hinman added that while the presence of the craft center in the new social units would be logical, and would help to get people to use the new units, the committee does not want that presence to be too much of a factor in deciding where to place the new units.

The new units, being relatively off-campus, will need some sort of a selling point to get people to use them in the initial stages. There has to be some reason to go over there, but the standard incentives — the Crest Room, the mailroom, and the college store — are already situated in Proctor. He said that he would like to avoid using the crafts center as the incentive for the new units if the incentive becomes an end in itself, possibly at the expense of the service offered.

If the crafts simply will not fit in the new units, he would be just as happy to see them put in Recitation if that building will serve the purpose better.

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The Role of The Campus

College newspapers, nationwide, have of late come in for a lot of criticism. **The Campus** has not been immune to this trend. Perhaps, therefore, this is a good time to reassess the role and aims of this newspaper.

This newspaper is, or should be, a source of information. Information comprises both facts and opinions based on facts.

The responsibility is presumably first to the news of the community. This we should cover in the form of 1) announcements of coming events (a service we have tended to neglect, especially since the News calendar was instituted) and 2) coverage of those events after they have happened.

There are several sorts of events that might be covered. There is the unexpected occurence (such as the DKE fire) — these usually get covered; there is the regularly scheduled event (such as the Student Senate) — these are less regularly covered; there is the scheduled event of artistic or academic interest (such as a guest lecturer or a movie) these are not covered on a regular basis.

Ideally we might wish that all committees and governing bodies could be reported on regularly. This, because of their great number, is not however, possible. The result is that choices have to be made as to what can be covered, a problem that is especially real for a staff of our limited size. We will try to cover as much as possible in as much detail as possible.

The question of whether a review of a play or movie or concert is of any value is dependent upon the writer and the time of publication. If the event is past, then it would seem to be impossible to do more than praise or censure. This sort of review is capable of doing little more than telling the reader what he already knows. A review can certainly not recreate an experience, let alone acquaint someone who missed the event with its artistic merit. If we had people willing and able to use an artistic event, or a book as a starting point for a scholarly review, something creative, then the review might have value. But such people have not been forthcoming. Much the same might be said for lectures. We can only hope to get the general sense across of those lectures which are of a general enough scope to merit publishing. This we try to do.

On the other hand, a review written by the director of a production, before the performance, can have great value. It is this sort of review that we encourage.

As we have said, there is no point in telling people what they already know. Hence, there is no point in rehashing what the national news media have previously published. This, however, does not limit the college newspaper to the coverage of strictly local news. There is plenty of news material that is of paramount importance for the college student, or the intellectual community as a whole that may have received little or no coverage in the national news media. Similarly there may be aspects of certain well publicized events that never reach the news media. We feel it is our responsibility to acquaint the college with this news.

But the paper is not responsible soley for the news. The editors are not here soley to digest and regurgitate facts. There is a privilege and authority which goes with being an editor — that is of voicing one's opinion. But this privilege we do not seek and have never sought to keep solely to ourselves. Letters are always welcome and are almost invariably printed, either as letters or as articles. We can not be expected to change our opinions according to the whim of any segment of the community, but we can promote, and we wish to promote, an exchange of ideas (and actions).

The Campus

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GOALS FOR THE OFFICE OF EDUCATION IN THE 1970'S — A FRAMEWORK FOR PRIORITIES

A Statement
by
James E. Allen, Jr.
Assistant Secretary for Education
and U. S. Commissioner of Education
At A Staff Retreat October 25 - 26

The basic principle which has guided the development of education in America has been to provide each individual with an equal opportunity to secure for himself the skills, knowledge and understandings necessary to enable him to realize completely his fulfillment as an individual and as a productive member of society.

In applying this principle, we have created a vast "system" of educational institutions and programs, highly decentralized, uncoordinated, varying widely in quality, inaccessible to many, and slow to change.

While for the majority of our population this system has been productive, for a substantial proportion it has failed and continues to fail.

The most conspicuous among those whom it fails are those who suffer from lack of motivation, physical and mental handicaps, discrimination, poverty and other environmental deficiencies. For them the principle of equality of educational opportunity has little meaning.

Until relatively recently neither practical considerations nor conscience has moved us sufficiently to take the necessary corrective actions. Now, in a period of rapid technological advances, rising expectations and growing unrest with the status quo, we are being forced, under pressure from many sources — political, economic, social and moral — to move, or to face disaster.

The challenge is how to achieve the educational reforms and improvements needed so that the system will be capable of assuring equality of educational opportunity for all, regardless of race, color, creed, economic and social background, and geographic location. In essence, the problem is that we are seeking to satisfy jet age needs and aspirations with a system that is still, in too large a measure, geared to horse and buggy days.

While some of our institutions and systems have moved to adapt to new requirements, too many are still operating within a restrictive framework of laws, administrative practices, educational procedures and financial resources that were designed to meet conditions of past decades.

Unless we take action now to accelerate the pace of reform, to improve rapidly the capability of our educational system to correct the deficiencies, we can only expect the gap between need and performance to continue to widen.

Such action will require the involvement and cooperation of all levels of Government and of many parts of the private sector in our society. Leadership must come from the Federal Government.

The role of the Office of Education in supplying this leadership can best be achieved, I believe, my shaping plans, programs and activities in accordance with the following three broad goals:

1. **The development of a nationwide strategy for maintaining a continuing process of improvement and relevance in American education**
   To achieve this goal we shall need to formulate a systematic, coherent plan for linking the processes of educational research, development, demonstration, evaluation and dissemination which will help get the best in materials and procedures more quickly into practice by making them readily available in useful form to those who control, manage and teach in our educational institutions.
2. **The elimination of failure with respect to the education of the disadvantaged — those who suffer from lack of motivation, physical and mental handicaps, discrimination, poverty and other environmental deficiencies**
   Since these failures have been evidenced in such myriad forms, equally varied and particularized means of correction will be required. Fundamental to all these means of correction is the achievement of the Right to Read goal established as a target for the 1970's.
3. **The provision of adequate human, material and financial resources and their more effective distribution in relation to educational need.**
   Sufficient attention has not yet been given to bringing both the provision and distribution of resources into line with the realities of the changing character and patterns of education which are being newly molded by the drive for social justice, the urgency of urban problems, the increased role in education of the Federal Government, and the rising educational expectations of the people.

These broad goals form, I believe, a framework within which the leadership of the office of Education can be most effectively exercised to bring about the acceleration of education reform so obviously required in the decade ahead.

Letters To The Editor

Outlawing of Reason

To the Editor:

We are lucky in living under the best system of government yet devised by man, namely a constitutional representative republic. In order to make the system work, the citizens must participate, from duty in making all vital decisions. Such decisions must be based on facts. Let us be thankful that most of these essential facts are available to people who are willing to dig for them. In our busy modern world, however, many very capable people are too pressed for time to be able to do this digging for the facts. With these people there is a tendency to look to our officials for the facts essential to the making of vital decisions. Unfortunately this source of information may not be completely reliable.

Take the President's speech of Nov. 3, for example. He has asked the rhetorical question: "How and why did America get involved in Vietnam in the first place?" In answering it he went back fifteen years to 1954, but he made no reference to the Geneva Agreements which were drawn up that year to help get the French out of Vietnam alive and to keep Vietnam from being partitioned by the great powers the way Germany and Korea were partitioned. Giving any account, however synoptic, of that period without mentioning the Geneva Agreements is like giving a recipe for bread without mentioning flour, for this international settlement, which the United States refused to sign but solemnly pledged not to "use force to disturb" is at the very core of the Vietnam situation. When the President said that "North Vietnam" instigated a revolution in "South Vietnam" he appeared to be ignoring the fact that no such nations as "North Vietnam" or "South Vietnam" existed before 1954 and that neither of them can lawfully exist now since the Geneva Agreements are still recognized as a valid instrument of international law.

To prevent partitioning of Vietnam, the Geneva Agreements provided that "general elections shall be held in July 1956 under the supervision of an international commission." On July 20, 1953 preliminary discussions were to begin but Premier Diem of the provisional government of the southern zone haughtily refused and elections were never held. President Nixon promised "free elections" in his speech, "and the Saigon Government has pledged to accept the result of the election." This would be jolly but the Geneva Agreements demanded general elections which would include all parts of Vietnam at once. We have every reason to believe that President Nixon's "free elections" would involve only the southern zone, contrary to the specific demands of the Geneva Agreements.

As for the revolution he mentioned, all Vietnam was convulsed by revolution against the French for many decades but by 1954 this had hardened into a civil war. A pro-French minority in the South seceded from the anti-French whole nation of Vietnam and then called upon America for help just as in our own civil war the pro-slavery South seceded from the anti-slavery United States and called upon England for help. But England was smart enough to stay out of it. Perhaps if we had known the essential facts, the United States would have been smart enough to stay out of Vietnam.

This brings us to another area of sweeping omissions. Speaking of how we helped the seceding southern portion of Vietnam, President Nixon said that the United States sent economic aid and military equipment "in response to the request of the Government of South Vietnam." It is probably useless to point out now that the Geneva Agreements specifically prohibited an outside power from sending military equipment into Vietnam. What we want to examine now is that "Government of South Vietnam" to which President Nixon referred as though it had been there for a thousand years. Since there was no lawful nation of South Vietnam how did that Government come into being? By violent coup, that's how, and by self proclamation on Oct. 26, 1955 and what's more, the United States recognized it the very same day and coddled it until it was displaced by another and bloodier coup, and then another and another. After each coup the United States took the new little war lord to its bosom in the hope that his popular following might be a little larger than the last one. Finally in desparation the United States caused to have "elected" a coalition of two little war lords, who, from under the skirts of the U. S. now reach out and liquidate their enemies, trying to forestall yet another coup, and threatening to engineer another coup themselves if any "free elections" should have results displeasing to them.

With facts like these, who needs nightmares? It certainly would be a temptation, to any high official thus bedeviled, to substitute warm emotional appeals for such cold repulsive facts. People respond eagerly to a formula which invokes their loyalty to respected leaders their devotion to cherished institutions, their patriotic sentiments for their beloved country. These responses, although they are noble for their own sake as well as satisfying to those who feel them, contribute nothing toward the solution of vexing national problems. Harm may even be done by exploiting such generous emotions to bolster and exalt a situation which has already grown into a disaster for lack of factual analyses. If such lofty passions are built up to their ultimate zenith the time might come when all the members of the Great Silent Majority would be doing all their thinking with the seat of their pants.

Manuel & Lucille Miller
The Green Mountain Rifleman

Yippies Yap About Conspiracy Rap: Rubin and Hoffman in Washington

By NANCY GRIMES

"Jerry just went to the john so it'll be a couple more minutes before he can rap with us. Why don't we press together and jump up and down to get warm."

The three hundred people at the rally behind the George Washington library on Friday night got closer and jumped up and down to chants of "Peace" and "Group Grope", as they waited to hear Jerry Rubin, co-defendent in the Chicago Conspiracy Trial, and co-founder of the Yippies.

One of Rubin's friends, who had just gotten acquitted in a Berkekley court after a pot bust took the mike. "I just remembered that last week when brother Jerry got permission to leave the courtroom to take a leak, he didn't mention that he was going to New Jersey to do it. I would like to rap some about Vietnam while we wait.

"In 1954, when France got its ass out of Vietnam, there was a conference where Vietnam was split up. This is one example of where the people weren't consulted, and obviously the people could have pointed out to the powers that the aggressor should be screwed, and that France should have been split up into two sections with all the pinko frogs in the North."

Rubin arrived and took the mike to mass cheering. "If any of you were at the rally earlier today, Abbie (Hoffman, co-defendent at the conspiracy trial) and I are sorry we didn't make it. Julius (Hoffman, Judge at the Conspiracy trial) kept us late after school, so we missed our first plane. Then when we flew into the airport here, Abbie was arrested for standing on the seat of an American Airlines airplane.

"I have a button here that says "Screw you, Magoo". We started out by calling our judge 'Magoo', because that near sighted cartoon character reminded us of Julius's blindness in dispensing justice. That's what they say they do in courts, you know. They say they dispense justice in trial by jury. You ought to see the jury. Some people know we are up against alot in this trial, others who have seen the jury know that we are up against the wall. Anyway, we think that Magoo is too much of a friendly uncle image, and now we call him Queen Julius. We also call him pig.

"Abbie is going to another court soon. He's going to change his name legally so it's not the same as Pig Hoffman, Dispenser of Pig Justice.

"A good example of what they want to call justice is the way they are screwing Bobby Seale. They got the group of conspirators, a nice representative collection of seven agitators, and they realized that they needed a Panther — so they got Bobby, the head, right? They get him even though he had almost nothing to do with the whole Chicago thing. So he's on trial. He asks for his rights; the right to choose his own lawyer. He asks to delay the trial until his choice, William Garry, can have a gall bladder operation and can defend him. Queen Julius denied him his rights. So every time a witness came to the stand, Bobby stood up and said, 'I want the right to cross-examine this witness.'

"Every time he asked, he was denied his right. But his presence was so commanding, he looked so beautiful when he stood up, that he filled the courtroom with his presence, and Julius got scared. Every time Bobby started to speak, the jury had to leave. They started calling the jury the yo-yo jury because they were in and out, in and out all the time.

"So last week Bobby got up to ask for his rights again and the judge called over a warden and said 'Deal with this man as is proper.' That is what he said, and the warden took Bobby into the back room and returned in five minutes and Bobby was shackled and there was a piece of tape over his mouth. He came back into this court of law where justice was going to be dispensed with a goddam piece of adhesive tape over his mouth and handcuffs on.

"But every time a witness came you could hear through the tape muffled 'I want the right to cross examine this witness.' So Hoffman called the warden over, and said, "This **contraption** doesn't seem to work.' So they took Bobby out and brought him back gagged. He could just barely oink through the gags, but that was enough for the Queen. That, and Bobby's success at getting his handcuffs off was enough to make Pig Julius give him a sentence of four years — sixteen contempt of court charges at three months each. What is particularly insidious about the rap is that any contempt charge over six months needs a jury trial, but Hoffman made 16 separate charges, so that he could not be challenged.

"The trial is a farce. The press says that — they are on our side — but people don't realize that it can be a serious farce, too. In the baseball game, the only baseball game in history where the umpire chose sides at the beginning, the judge has a perfect record — in the last twenty-five cases, he has had twenty-five hits, resulting in twenty-five consecutive runs to prison. And he has denied every person appeal bond.

"That means that when the Queen hands down a guilty sentence to us, there will be guards standing behind us, and those guards will clap their hands on our shoulders, and we will start serving our sentence at that time. It also means that without appeal bond granted we will be spending Christmas in Cooke County jail.

"You are here to protest the war. You cannot protest the war without protesting the whole system. The war is just one glaring example of the pig system we have. Our trial is another example. After you have finished the march against the war, come and protest at the Injustice Department. Help us that way, and if you can help us bread wise, pass the buck; forward to the stage. Thanks, see you tomorrow."

As money was being passed to the stage, the crowd chanted "1 - 2 Stop the trial, 3 - 4 stop the trial, 5 -6 stop the trial, 7 - 8 smash the state."

Abbie Hoffman came to the mike, to lead the cheer, saying, "I wrote my first speech today, during the trial. I kept passing it back and forth to people like they do in Perry Mason. I'm glad I used to watch that show because otherwise I wouldn't know what to do in court. One thing you are not supposed to do in court is call a pig a pig. Anyway, I lost the speech, and got arrested for looking for it on the plane. We are going to march on the Department of Injustice tomorrow at five o'clock. Meet at the Washington monument, that perpetual hard-on by the Potomac. Maybe we should be marching on American Airlines, but my speech wasn't that good. Maybe we should march on Agnew's house, but Agnew isn't worth it, either.

"Did you know that Agnew won't let his daughter march tomorrow? He says that sometimes you have to exercise parental discipline, so he's locking Ellen in the bathroom all day.

"In my town, on TV they used to have a thing running across the bottom of the boob tube saying "It's ten o'clock, do you know where your children are?" Well tomorrow all your parents are going to know where their children are. Their children are going to be in the streets, protesting the whole fucked up system that they are propagating.

"And you know what else? Their children are going to be breaking the curfews, the fascist curfews of the fascist police state that they support. Everyone standing here is probably breaking the law. Are you all having fun? (cheers, mass assent). Sure. It **is** fun to break the law. If it's this much fun to break one law, think how much more fun it is to break many laws.

"Come and dig the revolution. Come and return to the streets. Come and show Mitchell that you don't think that that three-foot, two-inch blind umpire should be calling our game. Come to free Bobby Seale, to free yourselves, and come for the joy of coming all over the streets."

Correction I

Editor's note: The following reply to last week's questionnaire was received, to be put in place of the printed article. We regret that owing to the fact that the copy had already gone to press we were not able to make the change, and hope that printing the reply now will in some measure rectify the mistake.

I. I have not decided to "relate to" an individual who approaches me in my "capacity" as educator (I assume that "educator" is a euphemism for "teacher"). I do not think that there need necessarily be a "relationship" between teacher and student. "Relationship" is necessary in psychoanalysis, obedience training, and marriage, but not in teaching. There **may be** a relationship, but this is not necessary to the teaching of a subject, and in fact some student - teacher relationships may interfere with or inhibit teaching. It seems to me that the best teaching has occurred when the student has completely forgotten the teacher and is engaged by the subject.

The method that I think will best accomplish the teaching of a subject is student-directed discussion with teacher participation. Present academic realities make such a method only occasionally possible. Ideally, I would choose such a method so as to be engaged myself in the pleasurable and continuing process of learning. Teaching is part of the process of learning and involves the pleasure of continually educating and judging the self as well as the pleasure of being involved with others who are in the process of learning and evaluating. As I conceive of it, this process includes both colleagues and students, although some teachers seem to have stopped learning and conceive of teaching as a process of rationing out what they have accumulated. Probably the educator-student distinction is artificial and might better be more like a master-apprentice relation. Since the posture of this series of questions is apocalyptic, you may want a more euphemistic and less selfish response: to take pleasure in the process of learning is to take pleasure in the life of the mind.

II. I conceive of my "discipline" (which, I take it, means "subject") as being defined by the word and concept "literature." I do not believe that literature has any "role" in the community, since literature is neither information nor propaganda, but is a medium of communication; therefore its message is a function of its form.

III. With the exception of those who go on to become English teachers I am not "preparing the student" for any particular "role," but am trying to create in him conditions of responsiveness that will apply no matter what "role" he decides to play. Literature as a medium can bring the student into communication both with contempor-

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ABC Speaker Calls For Fight Against Pollution

By JOHN BELL

"Everybody's talking about conservation; it's on everybody's tongue, but it's not in our blood . . . we've got to do it, we've got to live it, we've got to practice it; we've got to make it part of our way of life," stated conservationist and environmentalist Justin Brande at a talk sponsored by the Middlebury Mountain Club last Thursday evening in Willard lounge.

Brande, a member of the Action for a Better Community group (ABC) and the conservation - minded Lake Champlain Committee, addressed himself to pollution and other environmental problems, particularly in the areas of Lake Champlain, the town of Middlebury, and the College Snowbowl.

Exhorting the Mountain Club to channel its conservation efforts in a single direction, Brande said, "right here under your noses, you've got a project that bears some investigation." He went on to say, "This afternoon I went up to the new Snow Bowl development. . .the amount of siltation that is going on as a result of the open soil is severe, but not nearly as bad as I anticipated." Brande further stated, in relation to the loss of soil on the trails and resulting siltation of the stream below the bowl, "I'm not so sure that everybody who's working on this project is fully informed as to what the consequences of the acts may be if purely the development of a potentially useful idea or an interesting idea such as this ski project goes forward."

The tile drainage field for the septic tank at the Snow Bowl lodge was also noted as latively raw human waste into being inadequate, "draining re- the streams and into the Middlebury River," and Brande suggested that the area might have to be closed down because of this. The whole tone of his comments was tentative, however, and he tried to point out that he wasn't trying to "stir up hornets."

James Ross, Business Manager of the college, later admitted that there has been troubles with the septic tank, but that it was not inadequae. He termed the loss of soil a temporary problem, and reaffirmed the competence of the Bowl's planners in calling Ralph Myhre, manager of the Snow Bowl, "the best conservationist in the area." Ross said Brande was "unduly alarmed," but did admit to the presence of the siltation problem.

Brande also defined the need for a local community group, the ABC: "to find things that we can do without waiting for **them** in Montpelier, or **them** in Washington to come along with help and authority and money." He expressed concern over waste disposal in Otter Creek, the open town dump, and the general despoilment of local resources.

Senate Focuses on Student Life

In the October 12 meeting of the Student Senate, the Senate committees gave brief reports on their activities and plans.

Marcus Jones, chairman of the committee on Community Responsibility, said that he and his committee members were working on admissions with faculty committee representatives and other interested students. They plan to do work in Addison County and Credit Bureau. From the King Commission Report a five year plan is proposed with either a sub-freshman year of preparatory courses or five years of less or lighter college courses. In a later meeting Marcus said that of eight specific proposals, three had been accomplished thus far: 1.) increased recruitment of disadvantaged; 2.) financial aid to make this recruitment possible3.) the funding of YOU. Discussion followed as to the problems involved in this recruitment and the purpose of the college in this respect. It was decided that the college definitely ought to pursue this course and that the more disadvantaged and black students, the better they could adjust both socially and academically.

The Academic Committee, headed by David Kunhardt, plans to make a study and report on the present Middlebury curriculum — "the rationale of it and methods of teaching presently used." During the winter term a group led by Dean O'Brien, Mr. Freiden, and Mr. Parks will study this and in the spring a group of independent study (500's project) will write up a final report.

Sandy Daignault said that his committee on Student Life was reviewing the Student Handbook and suggested a petition be drawn up for a craft center in Recitation Hall.

The new constitution of the Student Educational Policy was approved and the parietal hours submitted by three dorms were passed by the Senate. Also the Senate proposed a trial membership to the National Sudent Association.

In several successive meetings the Senate concerned itself with the topic of "the quality of life" of the Middlebury student.

Of main concern was the drug problem. It was pointed out that the college treats drug abuse as a medical problem and that there exists a necessity for a concern among members of the College community for one other (how to help those "in trouble" with drugs) and for a means of generating this concern. A drug user may be expelled because Middlebury is no longer benefiting him, or because he may be harming other students or the college itself as when a drug pusher operates within the town and thus harms college-community relationships.

Steve Early talked about a letter which had been sent by the college to the parents of a suspected drug user and pusher. Discussion followed as to the responsibility of the college to inform the parents of drug users, to have "in loco parentis" and the distinction between the drug user and the pusher. The problem of whether the accuser of the drug abuser would have to face the accused was brought up and an attempt to understand the causes behind drug abuse was made. Boredom and social life were mentioned.

A better counseling service was strongly suggested. The Senate had drawn up a petition to the administration to "move with all possible speed in procuring a full-time trained counselor." The Senate felt that this counselor would not only serve to improve "the general quality of the Health Service but also the non-medical counseling of the college.

In the November 5 meeting Freshmen curfews and parietals were discussed. "Curfews protect the rights of the girls inexperienced in dorm life." Dean Deletis said that he was in favor of no parietal privileges in the Batts for the first month, then a gradual introduction of a full parietal system. (A letter is being sent home to inform the parents concerning the proposed 24-hour parietals of the upper classmen.)

Also, a proposal was passed that a member of the Student Senate be assigned to each dormitory counsel (over the objections of a few dorm presidents).

The topic of finance was of major concern in three of the Senate meetings in which the allotment of the money from the students activities fees were discussed. Other than last year's funds for the **Campus, Kaleidoscope,** WRMC-FM and **Frontiers** five other allotments were made: Theater Workshop, Middlebury Opera Company, Photography Club, Middlebury Conference, and Coordination Center. The finance Committee was advised to be sure that all the organizations submit their request with a detailed budget.

A proposal of the reinstatement of daily announcements was rejected due to cost and the suggestion of a poll of student opinion be conducted concerning whether or not organizations such as the **Campus** and the **Kaleidoscope** are worth the money that the Senate allots them was accepted.

Mr. Brooker, Vice President and Director of the Developmental Program, and Mr. Van Ummersen, Comptroller, attended the November 9 meeting to speak on the general financial situation of the college. They passed out sheets with figures relating to the Gifts, Grants, Endowment, Income, Tuition, etc.

In the November 16 meeting Dean O'Brien and Dean Peterson were invited to speak on their duties as deans.

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NLF Supporters March on Saigon Embassy

By MATT CALDER

The rally at Dupont circle, Washington, D. C., at 8:30 p.m. Friday, November 14, was initially established as a meeting place to support the Vietnamese Provisional Revolutionary Government (an alliance of the Vietnamese workers, business men, students, religious leaders, and the NLF). A march to the Saigon Embassy was scheduled to deliver an eviction notice from the people of the United States. Violence was expected, and city officials refused to issue a marching permit. Nevertheless, march coordinators continued with plans. Around 8:00 Friday night crowds of people arrived at Dupont Circle but no official speaker was present. The rally became very disorganized, and militants took advantage of the situation. Various chants of extreme vulgarity were shouted against the President, his wife and Spiro Agnew especially. Different agitators addressed the crowd, which by 8:15 had reached approximately three thousand. It was an extremely cold night, and people were shouting along with the chants and oaths mainly to keep warm.

After a Yippie leader (who refused to identify himself) addressed the crowd, small streams of people headed up Massachusetts Ave. Then helmeted militants, armed with sticks and small boards, filtered through the crowd in the direction of the Embassy. Finally, everyone started walking, running and yelling oaths, until the mass of people were moving in the same general direction. As we approached 20th St., we came upon traffic which immediately halted at the size of our numbers. Fearful passengers quickly rolled up their windows, and glanced up helplessly at us. Many marchers kicked the car doors and swore at the drivers who shrunk in their seats with terror. As they came upon a patrol car, people around me kicked its lights and pounded its doors with clubs. I was full of energy, so I kicked it too. The two patrolmen inside smiled gingerly at us.

At the intersection of Florida Ave. and 22nd St., I glanced behind me and was surprised at the size of the crowd for I could not see the end of it. Finally we approached Sheridan Circle, which was sealed off by abut seventy - five policemen with clubs and gas masks. A few of the marchers heaved bottles and rocks at the police, while the reporters scurried across the street taking pictures of the action. Once in a while the police would break rank to arrest the militants individually, but they did not chase anyone or take on a group of people.

Finally the head police officer warned us to move back down the street because the march was illegal. More rocks were thrown, and I managed to hit a cop with a wine bottle. At that point pepper gas was sprayed at us from a weird sounding rifle that looked like a ray gun from a space movie. Then tear gas canisters were thrown at us. Many people panicked and started running. Screams of "Walk!" were shouted so people would not be trampled. Then the gas hit us. Some were lucky enough to dodge or outrun it but not me. My eyes watered and my nose burned. My whole face stung with pain. I lost strength and fell to the pavement. I could no longer breathe, but instead gasped for air, very irregularily and nearly choking myself. At last the gas blew away and I stumbled down to the intersection of 22nd St. The police were right behind us. The crowd dispersed in four directions at this intersection, which made it impossible for the police to follow. More gas canisters were thrown. A few more marchers had gas masks, and they managed to kick the canisters back into the ranks of the police. Small struggles broke out between these individuals and the police. A paddy wagon came up Mass. Ave. and people were pushed in. Two police driven motorcycles arrived on the scene. A man placed a stick in the spokes of one of the bikes, but he was quickly charged and run into by the other bike. When I came to Q St. I saw another man unscrewing the gas cap of a little police scooter. He quickly set the bike on fire then ran off. Two policemen were about ten yards off, but they completely ignored his actions.

Again people moved forward toward the police line. This time gas canisters burst on the ground and in the air, and the strong wind swirled the fumes everywhere. I ran upwind of the gas, but the wind changed directions, and the dust-like mist sent me reeling for air. This time I landed on someone's lawn. I had no sensual control at all until some people gave me a wet handkerchief then escorted me to a church cellar, where I regained sight only after a good dunking in a pail of water. When I fully recovered, I noticed the rest of the crowd had almost completely dispersed to other parts of the city.

As I left the church, a girl, screaming with pain, was being aided by two people. Apparently she had been wearing contact lenses when gas engulfed her, and the effects were terrible. Upon walking down Q St. I noticed that the police were gassing Dupont Circle and arresting people due to broken windows and other property damage. The gas, carried by the sharp cold wind, spread out over a large area, and many innocent bystanders became victims.

Pro-Nixon Petition

The polarization of pro-war and anti-war factions around the country has spread to Middlebury College, as seen by the events of last weekend. As one group of Middlebury students participated in the March on Washington, another group signed petitions supporting President Nixon's war policies.

On Saturday morning, a table was set up in Proctor Hall, complete with posters, petitions, and fliers for general reading. The petition read:

"We, the undersigned, support President Nixon's genuine efforts to end the war in Vietnam and bring about a lasting peace. We call upon you, the North Vietnamese, to respond favorably to the President's actions to de-escalate the conflict."

An accompaning flier, a reprint of an advertisement run in several newspapers, listed the President's actions along the lines of ending the war, and at the same time denounced Hanoi for doing "nothing."

According to Jim Douglass, who organized the circulation of the petition, about 250 members of the Middlebury community signed it.

Letters To The Editor . . .

The enclosed letter was written by my cousin Danny. It especially impressed me because I know Danny to be an intelligent, sensitive and perceptive person. He does not, however, have the highly educated, sophisticated, intellectual background that most of us here at Middlebury have. That is why I hope you print it. — To show how somebody different from us can think.

Will Aubrey

"Dear Family,

I just got back from a convoy up to CanTho. It was a pretty rough trip. It was a lot of fun though.

You know I gained quite a bit from the convoy. I've had a lot of difficult views of exactly what I think about this war but I learned quite a bit while I was on it about Vietnam.

These people really do depend on us and need us to help them. On our trip up we traveled through quite a few little villages. That is where you find the real people of 'Nam. We'd drive by with our rifles and 79's and 60's and the people would just about line up along the streets to wave at us and cheer us as if we were really something great. It's not just a feeling of "I'm an American so I must be great," it's just something you feel when you see a mother and her son standing a ways from the road and the mother is pointing at us and talking to her son, who is about 3 or 4 years old, and she has a big smile on her face and holding the boy's hand up and he's got a grin from ear to ear. You just know what she is saying. I can't really describe it to you, what it is really like here but I know we're doing a job that needs to be done.

When I was here at first I was more or less bred with the thought of hate that the people have for us, so that was all I really saw. If you look you can see children that have probably seen more war and hate than we ever dreamed existed, but when they see us they still smile and wave and laugh and they're happy!

It's really hard to explain what it is like. Over here I actually feel proud to be an American but even prouder to be an American in Vietnam. It's not anything you can hold onto but instead you feel it. It's really a great feeling too.

People sit back in their chairs in the U. S. and they hear 300 GI's killed this week and that's all they hear, because that's all they listen for. They don't hear how the V. C. mortared a town or they hit a village and beheaded the teacher and the head townspeople and took all the men to go fight with them. Just about every other night they get a couple of mortars in the city of CaMan. It's dreadful when you think about it but the people expect it. It's their way of life.

I hope you undestand what I'm saying. I'm not a vey good writer but I hope you have a better idea of exactly what is happening over here. It's awful but we can do something about it.

Well that's all for right now.

Love,
Dan"

Washington . . .

Continued from page 2

of speakers and entertainers.

Pete Seeger, Arlo Guthrie, Richie Havens, Peter, Paul, and Mary, and the cast of "Hair" provided the music and William Sloane Coffin the prayers; Senators Goodell and McGovern, Dr. Spock and Mrs. King all spoke from the same platform as Timothy Leary.

Some Violence

When the rally began to break up, several thousand demonstrators headed for the Justice Department to join the Yippie-sponsored protest against the Chicago Conspiracy Trial. The demonstration resulted in successive clashes and tear-gas barrages when the more militant protestors threw rocks and bottles at the police and attempted to surround the building.

As they had during the main march, the militants rallied under the red banners of the NLF and shouted their support for the anti-imperialist struggles of Third World guerrilla fighters. The same "revolutionary" or "red flag" contingent led the march on the South Vietnamese embassy Friday night. It was composed mostly of assorted crazies, Youth against War and Facism, and members of two SDS factions, Weathermen and the Revolutionary Youth Movement No. 2.

Heavy police lines barred the demonstrators from both the Justice Department and the embassy. Clouds of CS gas were used to further disperse the crowds that gathered in the streets and thousands of bystanders and much of downtown Washington were gassed in the process. Despite the high visibility of the two violent actions, fewer than 200 persons were arrested all weekend and the number of broken windows, damaged patrol cars and injured cops was minimal.

Correction II

To the Editor:

The misspelling of my name in last week's issue of the **Campus** is of small moment but it is symptomatic. The report of my remarks, whether through an abandonment of carelessness or the whimsies of the printer, was garbled to the point of incoherence. Permit me, for the sake of the record, to set straight only three of the more egregious distortions.

I do not "teach at San Francisco State during the summer," as reported, but have taught there on two ocassions in the past. I hope the sense of my comments on the differences of student generations survived sufficiently the garbled version to indicate that I do not find students of this generation bloodthirstily "trying to take. . . lives." I was referring to the so-called "apathetic generation" after the war who, through the process of a liberal education, were trying to "make" lives for themselves. Finally, I am reported as saying, "I am sure that many of my colleagues would share my opinion" that there should be more appointed committees. What I am sure of is that they do not share this opinion.

Thank you.

Howard Munford

The Middlebury College Snow Bowl Ski School and its staff of twenty instructors serves both the College and the general public. The Student Lesson Program is designed to provide an opportunity for instruction in skiing at rates considerably lower than those available to general public. Those students who decide to register for these lessons will be scheduled for one two-hour class each week. Classes are small so that instruction may be both fun and somewhat individual.

Ticket sales and registration for lessons will be held on Wednesday, December 3rd and Thursday, December 4th from 6:30 to 9:00 p.m. in Proctor Lounge. Physical Education credit is given for completion of these lessons.

Draft Counseling will be available Wednesdays from 3 to 4 p.m., in Proctor 220, beginning December 3rd. Anyone wishing further information should contact Ron Johansson, Box 961, New Dorm 603, or Ron Najman, tel. 388-7584.

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Governance

The Committee on College Governance has appointed a sub-committee to study budgetary decision-making. The committee must first take up the matter of how budgetary allocations are related to establishing financial priorities and to long range planning. The possibility of forming a budgetary advisory committee will also be discussed. It must be determined whether such a committee would have a role in making final decisions or whether they would serve exclusively as advisors. Nancy Grimes, Professor Hibbard, Dean O'Brien and Mary Reardon were appointed to the sub-committee.

At present final budget decisions are determined by the Trustees' Budget Committee on recommendation of the President. This year, the President will consult the four members of the Teaching Resources Committee in addition to the Treasurer, the Dean of the College, and the Dean of the Faculty on budgetary matters.

Specific questions raised for the governance committee's investigation are: How are broad policy decisions made? What principles and goals determine decision-making? What have been the past objectives in decision-making? Is the principle of accountability a valid one for the college structure?

At the most recent meeting the role of the Board of Trustees was considered. Committee members generally agreed that the present level of the board's involvement in governance and academic matters is satisfactory. It was determined, however, that communication between the Trustees and the College Community is insufficient. Open meetings and publishing of minutes were discussed as possible means of remedying the communication problem. The committee also agreed that more information on how the Trustees operate will be necessary.

Senate . . .

Continued from page 6

All of the sub-committees of the Senate are now in the process of examining the topic "The Freshman Experience" and various means of changing the present structure of the freshman year program. The Senate hopes that in examining this topic it might reflect many aspects of the college on a smaller scale. A tentative agenda was given of the topics to be discussed in future meetings: on Dec. 3 at 9:00 and on Dec. 14 at 7:00, "The Freshman Experience" will be examined in five main areas — student life, academics, community, finance and governance. "The College Cultural Life" will be discussed on Jan. 1 at 9:00 and on Jan. 18 at 7:00. "The College Intellectual Life" on Jan. 25 at 7:00 on Feb. 1 at 7:00 and on Feb. 4 at 9:00, "The College Social Life," on Feb. 18 at 9:00 and on Feb.22 at 7:00, and "Governance" on March 1 at 7:00 and on March 8 at 7:00.

"When Nixon leaves the White House, Agnew makes crank calls to the Kremlin on the hot line."

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BRUNSWICK TIRES
EXIDE BATTERIES
Phone — 388-2067

Skihaus
OFFERS
A

SPECIAL COMBINATION SAVINGS . . .

FISCHER Alpine Deluxe Ski — alone	$35.00
MARKER Simplex Standard Toe Binding — alone	13.95
MARKER Telmat Heel Binding — alone	19.95
TELEPOLE Adjustable Ski Poles — alone	12.95
Leather Safety Strap — alone	1.60
Total Value	$83.45
SPECIAL COMBINATION PRICE	$59.95

ALL THIS
FOR ONLY
$59.95
Plus Tax

FISCHER-MARKER Special